

GCSE
LATIN
Latin Translation and
Comprehension (Foundation Tier)
Specimen Paper

F

A401

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

None

Candidate
Forename

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Candidate
Surname

--	--	--	--	--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.

This document consists of **7** printed pages and **1** blank page.

[Turn over

Answer all the questions.

Read the passage and answer the questions.

The emperor Nero did something to anger his mother Agrippina. Agrippina then turned against him and supported his rival to the throne, the young Britannicus.

Agrippina erat mater imperatoris. iratissima erat quod Nero amicum eius expulerat. itaque Agrippina ultionem petebat et amicis Neronis saepe dicebat. 'Britannicus est filius imperatoris Claudii,' inquit; 'ille melior imperator erit quam Nero.' Nero, ubi haec verba audivit, Britannicum statim necare constituit. militem igitur iussit venenum in cibum Britannici ponere. iuvenis, quamquam venenum consumpsit, tamen vivebat.

Vocabulary

<i>Agrippina, Agrippinae</i> (f)	Agrippina
<i>Nero, Neronis</i> (m)	Nero
<i>expello, expellere, expuli, expulsus</i>	I get rid of
<i>ultio, ultionis</i> (f)	revenge
<i>Britannicus, Britannici</i> (m)	Britannicus
<i>Claudius, Claudii</i> (m)	Claudius
<i>venenum, veneni</i> (n)	poison

- 1 *Agrippina erat mater imperatoris* (line 1): who was Agrippina?
.....[2]
- 2 *iratissima erat* (line 1): how did Agrippina feel?
.....[2]
- 3 *Nero amicum eius expulerat* (line 1): what had Nero done to make Agrippina feel like this?
.....
.....[3]
- 4 *itaque Agrippina ultionem petebat et amicis Neronis saepe dicebat* (lines 1-2): which English sentence below best describes what Agrippina was doing?

Put a tick (✓) in the correct box.

- A** Agrippina was looking for revenge and Nero's friends often spoke to her. ☐
- B** Agrippina was asking for revenge against Nero's friends. ☐
- C** Agrippina was looking for revenge and often spoke to Nero's friends. ☐

[1]

5 Britannicus est filius imperatoris Claudii (line 2): whose son was Britannicus?

.....[2]

6 *ille melior imperator erit quam Nero* (line 3): complete what Agrippina said about Britannicus:

'he will be [3]

7 *Nero, ubi haec verba audivit, Britannicum statim necare constituit* (lines 3-4): what did Nero decide to do to Britannicus?

.....[2]

8 *militem igitur iussit venenum in cibum Britannici ponere* (line 4): what did Nero order a soldier to do?

.....[4]

9 *iuvenis, quamquam venenum consumpsit, tamen vivebat* (lines 4-5): which English sentence below best describes how successful Nero's plan was?

Put a tick (✓) in the correct box.

- | | | |
|----------|--------------------------------------------------------|--------------------------|
| A | The soldier drank the poison and did not live. | <input type="checkbox"/> |
| B | Britannicus drank the poison but did not die. | <input type="checkbox"/> |
| C | Britannicus drank the poison and the soldier survived. | <input type="checkbox"/> |

[1]

[Turn over

Read and translate the passage.

Nero's second attempt was more successful but afterwards Agrippina began to plot against him. Nero reached a terrible decision.

olim Britannicus cum amicis cenam consumebat. servus omnem cibum gustavit; Britannicus enim semper venenum timebat. Britannicus poculum vini a servo accepit in quo nullum venenum erat. tum Britannicus iussit servum aquam in vinum ponere. sed in hac aqua venenum erat. hoc venenum totum corpus Britannici celeriter pervasisit.

Vocabulary

<i>venenum, veneni</i> (n)	poison
<i>gusto, gustare, gustavi, gustatus</i>	I taste
<i>poculum, poculi</i> (n)	cup
<i>pervado, pervadere, pervasi</i>	I spread

10 Translate the passage above into good English.

.....

.....

.....

.....

.....

.....

.....[20]

Read the passage and answer the questions.

post mortem Britannici Nero matri multa dona dedit. Agrippina tamen irata erat: deinde inter milites ibat rogans quis exercitum privatum contra Neronem ducere vellet. Nero, ubi hoc cognovit, Agrippinam in aliam domum misit ut eam ab omnibus amicis excluderet. tum Agrippina nesciebat quid facere deberet. tandem Nero constituit matrem suam necare.

Vocabulary

<i>exercitus, exercitus</i> (m)	army
<i>privatus, privata, privatum</i>	private
<i>contra</i> (+ accusative)	against
<i>excludo, excludere, exclusi, exclusus</i>	I exclude, cut off from

- 11 *post mortem Britannici Nero matri multa dona dedit. Agrippina tamen irata erat* (line 1): after Britannicus' death, what did Nero do to try to win back his mother's favour?
.....[3]
- 12 *deinde inter milites ibat rogans quis exercitum privatum contra Neronem ducere vellet* (lines 1-2): Agrippina began to go round the soldiers. What was she asking them to do?
.....[3]
- 13 *Nero, ubi hoc cognovit, Agrippinam in aliam domum misit ut eam ab omnibus amicis excluderet* (lines 2-3):
- (a) write down the Latin word which tells you that Nero **found out** about his mother's actions.
.....[1]
- (b) what did Nero do to Agrippina after finding this out?
.....[2]
- (c) what was his purpose in doing this?
.....[2]
- 14 *Agrippina nesciebat quid facere deberet* (lines 3-4): which English sentence below best describes Agrippina's situation?
Put a tick (✓) in the correct box.

- | | | |
|----------|---------------------------------------------|--------------------------|
| A | She knew what she had to do. | <input type="checkbox"/> |
| B | Nero did not know what she was going to do. | <input type="checkbox"/> |
| C | She did not know what she ought to do. | <input type="checkbox"/> |

[1]

[Turn over]

- 15** *tandem Nero constituit matrem suam necare* (line 4): how did Agrippina's situation now become much worse?

.....[2]

- 16** For each of the Latin words in the table below, give one English word which has been derived from the Latin word **and** give the meaning of the English word.

Write your answers in the boxes. One has been done for you.

Latin word	English word	Meaning of the English word
<i>milites</i>	military	like a soldier, soldiers
<i>aquam</i>		
<i>dona</i>		
<i>matrem</i>		

[6]

Paper Total [60]

SPECIMEN

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SPECIMEN

Unit A401: Latin Translation and Comprehension
(Foundation Tier)

Specimen Mark Scheme

The maximum mark for this paper is 60.

SPECIMEN

Question Number	Answer	Max Mark
1	<i>Agrippina erat mater imperatoris</i> (line 1): who was Agrippina? She was the mother (1) of the emperor (1)	[2]
2	<i>iratissima erat</i> (line 1): how did Agrippina feel? She felt very (1) angry (1)	[2]
3	<i>amicum eius expulerat</i> (line 1): what had Nero done to make Agrippina feel like this? He had got rid of (1) her (1) friend (1)	[3]
4	<i>itaque Agrippina ultionem petebat et amicis Neronis saepe dicebat</i> (lines 1-2): which English sentence below best describes what Agrippina was doing? C Agrippina was looking for revenge and often spoke to Nero's friends.	[1]
5	<i>Britannicus est filius imperatoris Claudii</i> (lines 2-3): whose son was Britannicus? He was the son of the emperor (1) Claudius (1)	[2]
6	<i>melior imperator erit quam Nero</i> (line 3): complete what Agrippina said about Britannicus: he will be a better (1) emperor (1) than Nero (1)	[3]
7	<i>Nero, ubi haec verba audivit, Britannicum statim necare constituit</i> (lines 3-4): what did Nero decide to do to Britannicus? He decided to kill him (1) at once (1)	[2]
8	<i>militem igitur iussit venenum in cibum Britannici ponere</i> (line 4): what did Nero order a soldier to do? He ordered a soldier to put (1) poison (1) in Britannicus' (1) food (1)	[4]

Question Number	Answer	Max Mark
9	<p><i>iuvenis, quamquam venenum consumpsit, tamen vivebat</i> (lines 4-5): which English sentence below best describes how successful Nero's plan was?</p> <p>B Britannicus drank the poison but did not die.</p>	[1]
10	<p>Translate the passage into good English.</p> <p>1 olim Britannicus cum amicis cenam consumebat.</p> <p>2 servus omnem cibum gustavit; Britannicus enim semper venenum timebat.</p> <p>3 Britannicus poculum vini a servo accepit in quo nullum venenum erat.</p> <p>4 tum Britannicus iussit servum aquam in vinum ponere.</p> <p>5 sed in hac aqua venenum erat. hoc venenum totum corpus Britannici celeriter pervasit.</p> <p>The passage has been divided into 5 sections, of 4 marks each. Marks for each section should be awarded as follows.</p> <p>[4] Perfectly accurate</p> <p>[3] Overall sense correct; minor error(s) (eg tense, number)</p> <p>[2] Part correct; overall sense lacking/unclear</p> <p>[1] Not coherent; isolated knowledge of vocabulary only</p> <p>[0] Totally incorrect or omitted</p> <p>N.B. Consequential errors should not be penalised.</p> <p>A total mark for the passage (maximum 20) should be recorded.</p>	[20]
11	<p><i>post mortem Britannici Nero matri multa dona dedit. Agrippina tamen irata erat</i> (line 1):</p> <p>after Britannicus' death, what did Nero do to try to win back his mother's favour?</p> <p>Nero gave her (1) many (1) gifts (1)</p>	[3]

Question Number	Answer	Max Mark												
12	<p><i>deinde inter milites ibat rogans quis exercitum privatum contra Neronem ducere vellet</i> (lines 1-2):</p> <p>Agrippina began to go round the soldiers. What was she asking them to do?</p> <p>She was asking them to lead (1) an army (1) against Nero (1)</p>	[3]												
13	<p><i>Nero, ubi hoc cognovit, Agrippinam in aliam domum misit ut eam ab omnibus amicis excluderet</i> (lines 2-3):</p>													
13(a)	<p>write down the Latin word which tells you that Nero found out about his mother's actions.</p> <p><i>cognovit</i></p>	[1]												
13(b)	<p>what did Nero do to Agrippina after finding this out?</p> <p>Nero sent Agrippina (1) to another house (1)</p>	[2]												
13 (c)	<p>what was his purpose in doing this?</p> <p>He intended to cut her off (1) from her friends (1)</p>	[2]												
14	<p><i>Agrippina nesciebat quid facere deberet</i> (lines 3-4): Which English sentence below best describes Agrippina's situation?</p> <p>C She did not know what she ought to do.</p>													
15	<p><i>tandem Nero constituit matrem suam necare</i> (line 4): how did Agrippina's situation now become much worse?</p> <p>Nero decided (1) to kill her (1)</p>	[2]												
16	<p>For each of the Latin words in the table below, give one English word which has been derived from the Latin word and give the meaning of the English word.</p> <table border="1"> <tr> <td>Latin word</td><td>English word</td><td>Meaning of the English word</td></tr> <tr> <td><i>aquam</i></td><td>aqueduct</td><td>channel built to carry water</td></tr> <tr> <td><i>dona</i></td><td>donation</td><td>something that is given</td></tr> <tr> <td><i>matrem</i></td><td>maternal</td><td>motherly</td></tr> </table> <p>Accept synonym or paraphrase that conveys the sense of the meaning.</p>	Latin word	English word	Meaning of the English word	<i>aquam</i>	aqueduct	channel built to carry water	<i>dona</i>	donation	something that is given	<i>matrem</i>	maternal	motherly	[6]
Latin word	English word	Meaning of the English word												
<i>aquam</i>	aqueduct	channel built to carry water												
<i>dona</i>	donation	something that is given												
<i>matrem</i>	maternal	motherly												
Paper Total		[60]												

Assessment Objectives Grid

Question	AO1	Total
1-16	60	60
Total	60	60

SPECIMEN

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SPECIMEN

GCSE

LATIN

Latin Translation (Foundation Tier)

Specimen Paper

F

A402

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

None

Candidate
Forename

--	--	--	--	--	--

Candidate
Surname

--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

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- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
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- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.

1 Translate the following passage into English.

When the Spartans learnt about the treacherous behaviour of their leader Pausanias, they called him back to the city to face charges. He fled for refuge into a temple but the citizens found a way to punish him with a slow death. Surprisingly they were helped by a member of his own family.

Pausanias dux audax fuit sed in omnibus rebus perfidus erat. olim Lacedaemonii cognoverunt illum consilia parare contra urbem suam. cives igitur iusserunt Pausaniam Spartam redire ut eum perfidiae accusarent.

sed cum Pausanias urbi appropinquaret, sensit se in magnum periculum venisse. itaque in templum Minervae statim fugit; nam credebat se in sacro loco tutum esse.

tum multi cives ad templum convenerunt ut ianuam lapidibus obstruerent. ecce! etiam mater Pausaniae lapidem posuit ut filium suum clauderet. tandem Pausanias, qui nullum cibum habebat, tam infirmus erat ut mox periret. hoc modo Lacedaemonii magnum ducem tristi morte puniverunt.

Names

Pausanias, Pausaniae (m)

Lacedaemonii, Lacedaemoniorum (m pl)

Sparta, Spartae (f)

Minerva, Minervae (f)

Pausanias (a Spartan general)

the Spartans

Sparta (a city)

Minerva (a goddess)

Vocabulary

perfidus, perfida, perfidum

contra (+ accusative)

perfidia, perfidiae (f)

accuso, accusare, accusavi, accusatus (+ gen.)

tutus, tuta, tutum

lapis, lapidis (m)

obstruo, obstruere, obstruxi, obstructus

claudio, claudere, clausi, clausus

infirmus, infirma, infirmum

pereo, perire, perii

punio, punire, punivi, punitus

treacherous

against

treachery

I accuse (of)

safe

stone

1 block

I shut in, imprison

weak

I die

I punish

[illegible]

SPECIMEN

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The maximum mark for this paper is 60.

SPECIMEN

Question Number	Answer	Max Mark
1	<p>Translate the following passage into English.</p> <p><i>When the Spartans learnt about the treacherous behaviour of their leader Pausanias, they called him back to the city to face charges. He fled for refuge into a temple but the citizens found a way to punish him with a slow death. Surprisingly they were helped by a member of his own family.</i></p> <p>1 Pausanias dux audax fuit 2 sed in omnibus rebus perfidus erat. 3 olim Lacedaemonii cognoverunt illum consilia parare contra urbem suam. 4 cives igitur iusserunt Pausaniam Spartam redire 5 ut eum perfidiae accusarent. 6 sed cum Pausanias urbi appropinquaret, 7 sensit se in magnum periculum venisse. 8 itaque in templum Minervae statim fugit; 9 nam credebat se in sacro loco tutum esse. 10 tum multi cives ad templum convenerunt 11 ut ianuam lapidibus obstruerent. 12 ecce! etiam mater Pausaniae lapidem posuit ut filium suum clauderet. 13 tandem Pausanias, qui nullum cibum habebat, 14 tam infirmus erat ut mox periret. 15 hoc modo Lacedaemonii magnum ducem tristi morte puniverunt.</p> <p>The passage has been divided into 15 sections, of 4 marks each. Marks for each section should be awarded as follows.</p> <p>[4] Perfectly accurate [3] Overall sense correct; minor error(s) (eg tense, number) [2] Part correct; overall sense lacking/unclear [1] Not coherent; isolated knowledge of vocabulary only [0] Totally incorrect or omitted</p> <p>N.B. Consequential errors should not be penalised.</p> <p>A total mark for the passage (maximum 60) should be recorded.</p>	[60]
	Paper Total	[60]

Assessment Objectives Grid

Question	AO1	Total
1	60	60
Total	60	60

SPECIMEN

GCSE

LATIN

Latin Prose Literature (Foundation Tier)

Specimen Paper

F

A403

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

None

Candidate
Forename

--	--	--	--	--	--

Candidate
Surname

--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

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- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
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INFORMATION FOR CANDIDATES

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- The total number of marks for this paper is 50.

Answer **either** Section A **or** Section B.

Section A: Pliny

Answer all the questions.

Read the Latin passage and answer the questions.

properat illuc unde alii fugiunt, rectumque cursum recta gubernacula in periculum tenet adeo solutus metu, ut omnes illius mali motus omnes figuras ut deprenderat oculis dictaret enotaretque.

Letter 6.16 section 10

- 1 *properat illuc*: what event had caused the elder Pliny to set out on this journey?

.....
[1]

- 2 Where was he heading for?

.....[1]

- 3 *rectum cursum recta gubernacula in periculum tenet*: what did the elder Pliny do that showed courage? Give **two** details.

.....
[2]

- 4 The elder Pliny is described as *solutus metu*. Pick the best translation.

Put a tick (✓) in the correct box.

- | | | |
|----------|------------------|--------------------------|
| A | filled with fear | <input type="checkbox"/> |
| B | moved by fear | <input type="checkbox"/> |
| C | overcome by fear | <input type="checkbox"/> |
| D | free from fear | <input type="checkbox"/> |

[1]

- 5 What **two** things did the elder Pliny want to do?

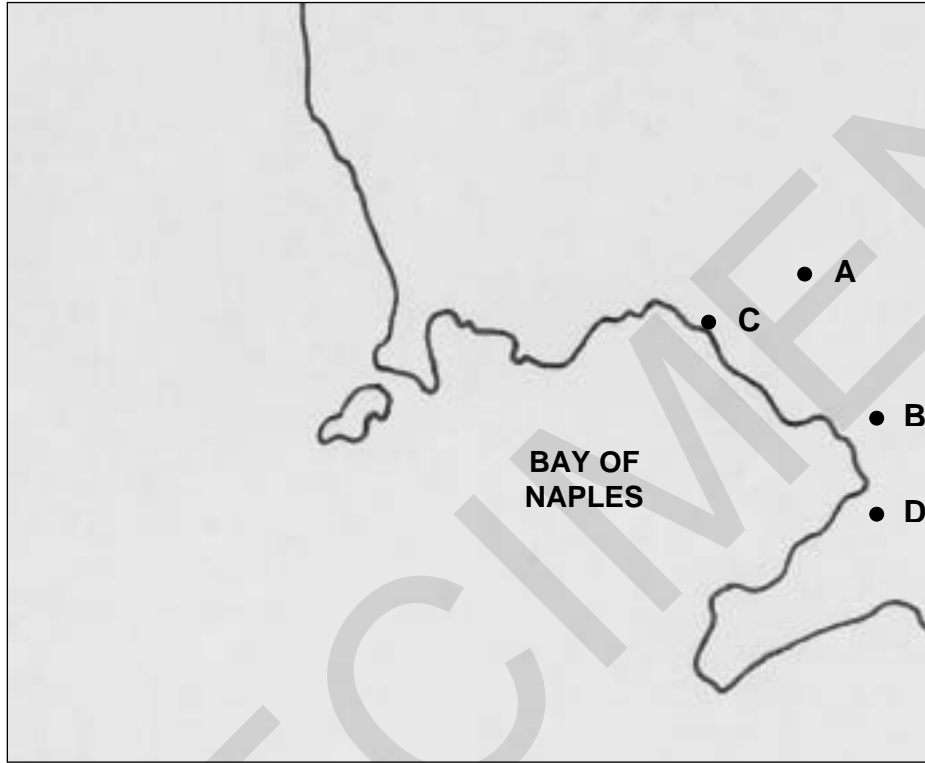
.....
[2]

Read the Latin passage and answer the questions.

Stabiis erat diremptus sinu medio (nam sensim circumactis curvatisque litoribus mare infunditur); ibi quamquam nondum periculo adpropinquante, conspicuo tamen et cum cresceret proximo, sarcinas contulerat in naves, certus fugae si contrarius ventus resedisset.

Letter 6.16 section 12

- 7 The map below shows the Bay of Naples. Name the places marked A, B, C and D. Write the names in the spaces provided.



[4]

Herculaneum	Pompeii
Stabiae	Vesuvius

- A.....
- B.....
- C.....
- D.....

- 8 Pomponianus, who was at Stabiae, is described as *diremptus sinu medio*. What does this mean?

Put a tick (✓) in the correct box.

- A cut off in the middle of the bay ☐
- B cut off by the middle of the bay ☐
- C cut off by the middle bay ☐
- D cut off in the middle by the bay ☐

[1]

9 Describe and explain the preparations that Pomponianus had made. Give **three** points.

.....

.....

.....

.....

.....[3]

Read the Latin passage and answer the questions.

quo tunc avunculus meus secundissimo invectus, complectitur trepidantem
consolatur hortatur, utque timorem eius sua securitate leniret, deferri in
balineum iubet.

Letter 6.16 section 12

10 The wind is described as *secundissimo*. Pick the best translation.

Put a tick (✓) in the correct box.

- A favourable ☐
- B unfavourable ☐
- C very unfavourable ☐
- D very favourable ☐

[1]

11 *trepidantem*: which is the correct statement?

Put a tick (✓) in the correct box.

- A Pomponianus was fearful. ☐
- B Pliny was fearful. ☐
- C Neither was fearful. ☐
- D Both were fearful. ☐

[1]

12 *complectitur trepidantem consolatur hortatur*. what did Pliny do?

Put a tick (✓) in the correct box.

- A Pliny embraced, consoled and greeted him. ☐
- B Pliny embraced, consoled and encouraged him. ☐
- C Pliny greeted, encouraged and embraced him. ☐
- D Pliny embraced, greeted and encouraged him. ☐

[1]

[Turn over

13 *sua securitate*: pick the best translation.

Put a tick (✓) in the correct box.

- | | | |
|----------|---------------------------|--------------------------|
| A | by making him feel secure | <input type="checkbox"/> |
| B | for his own security | <input type="checkbox"/> |
| C | by giving him security | <input type="checkbox"/> |
| D | with his own security | <input type="checkbox"/> |

[1]

14 *deferri in balineum*: what orders did Pliny give?

Put a tick (✓) in the correct box.

- | | | |
|----------|----------------------------------|--------------------------|
| A | to go into the baths | <input type="checkbox"/> |
| B | to have a bath | <input type="checkbox"/> |
| C | to take Pomponianus to the baths | <input type="checkbox"/> |
| D | to be taken to the bath | <input type="checkbox"/> |

[1]

15 Read the passages and answer the question.

intuenti mihi et fortunae tuae et animi
magnitudinem convenientissimum videtur
demonstrari opera non minus aeternitate tua quam
gloria digna, quantumque pulchritudinis tantum
utilitatis habitura.

It seems to me, as I observe the greatness of both
your good fortune and your character, most
appropriate that projects be brought to your
attention that are no less worthy of your eternal
name than of your glory, and which will have as
much usefulness as beauty.

Letter 10.41 section 1

How does Pliny try to win the favour of Trajan? Give **three** details.

You may refer to the Latin or the English passage.

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

16 Read the Latin passage and answer the question.

est in Nicomediensium finibus amplissimus lacus. per hunc marmora fructus
ligna materiae et sumptu modico et labore usque ad viam navibus,
inde magno labore maiore impendio vehiculis ad mare devehuntur.

Letter 10.41 section 2

Tick the **five** true statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|------------------------------------------------------------|--------------------------|
| A | There is a very small lake in Nicomedia. | <input type="checkbox"/> |
| B | Marble is taken across this lake. | <input type="checkbox"/> |
| C | Wood is not used there. | <input type="checkbox"/> |
| D | Lake transport is expensive. | <input type="checkbox"/> |
| E | It takes little effort to transport materials on the lake. | <input type="checkbox"/> |
| F | The materials are carried on rafts. | <input type="checkbox"/> |
| G | Materials can be shipped to the road. | <input type="checkbox"/> |
| H | Road transport is labour-intensive. | <input type="checkbox"/> |
| I | Road transport is cheap. | <input type="checkbox"/> |
| J | Goods are taken by cart to the sea. | <input type="checkbox"/> |

[51]

[Turn over

18 To what extent does Trajan accept Pliny's recommendations?

.....

.....

.....

.....

.....[2]

Section A Total [50]

[Turn over

Do **not** answer Section B if you have already answered Section A.

Section B: Livy and Caesar

Answer all the questions.

Read the Latin passage and answer the questions.

tum vero simul ab hostibus, simul ab iniquitate locorum Poeni
oppugnabantur, plusque inter ipsos, sibi quoque tendente ut periculo prius
evaderet, quam cum hostibus certaminis erat.

Livy 21.33

19 *ab hostibus*: who were the enemy?

.....
.....[1]

20 What were the Carthaginians trying to do?

.....
.....[1]

21 What else besides the enemy was causing difficulties for the Carthaginians?

.....
.....[1]

22 *plusque inter ipsos quam cum hostibus certaminis erat*: which two groups does Livy say the Carthaginians were having to fight?

.....
.....
.....[3]

23 *ut periculo prius evaderet*: why were the Carthaginians fighting?

Put a tick (✓) in the correct box.

- | | | |
|----------|---------------------------------------|--------------------------|
| A | to be the first to escape from danger | <input type="checkbox"/> |
| B | to make it dangerous for the enemy | <input type="checkbox"/> |
| C | to avoid the first danger | <input type="checkbox"/> |
| D | to make a dangerous escape | <input type="checkbox"/> |

[1]

And the horses were making the column particularly dangerous: terrified by the raucous shouts, which even the groves and echoing valleys amplified, they panicked, and when they were by chance hit or wounded, they were so crazed that they caused huge destruction of both men and baggage of all kinds. And the confusion, since the pass was steep and narrow on both sides, cast many down to an immense depth; and baggage animals went tumbling down with their burdens.

Livy 21.33

How does Livy make this a vivid and dramatic passage?

In your answer you may refer to the **Latin or the English** and discuss what Livy says and how he says it. Your answer should cover the following points:

- the fear of the horses
- the effects of the location
- the destruction caused.

Marks are awarded for the quality of written communication of your answer.

[10]

..[10]

[Turn over

Read the Latin passage and answer the questions.

quae quamquam foeda visu erant, stetit parumper tamen Hannibal ac suos continuit, ne tumultum ac trepidationem augeret; deinde, postquam interrumpi agmen vidit, decurrit ex superiore loco.

Livy 21.33

25 Livy describes the fighting as *foeda visu*: what is the best translation of this phrase?

Put a tick (✓) in the correct box.

- A** dreadful to see ☐
- B** dreadful vision ☐
- C** dreadful to relate ☐
- D** a dreadful thing that they saw ☐

[1]

26 What is the best translation of *Hannibal stetit*?

Put a tick (✓) in the correct box.

- A** Hannibal ran away. ☐
- B** Hannibal marched out. ☐
- C** It worried Hannibal. ☐
- D** Hannibal halted. ☐

[1]

27 What is the best translation of *suos continuit*?

Put a tick (✓) in the correct box.

- A** He contained his anger. ☐
- B** He continued with his men. ☐
- C** He held his men back. ☐
- D** He held back his feelings. ☐

[1]

28 What is the best translation of *postquam interrumpi agmen vidit*?

Put a tick (✓) in the correct box.

- A** after the column saw the interruption ☐
- B** after he saw the column being broken through ☐
- C** after the interruption he saw the column ☐
- D** after the broken column were seen ☐

[1]

29 What is the best translation of *decurrit ex superiore loco*?

Put a tick (✓) in the correct box.

- | | | |
|----------|--------------------------------------|--------------------------|
| A | He ran down from the higher place. | <input type="checkbox"/> |
| B | He ran up to the higher place. | <input type="checkbox"/> |
| C | He ran away to a better place. | <input type="checkbox"/> |
| D | He ran to look for a superior place. | <input type="checkbox"/> |

[11]

Read the Latin passage and answer the questions.

tum nostri cohortati inter se ne tantum dedecus admitteretur, universi ex navi desiluerunt. hos item ex proximis navibus cum conspexissent, subsequuti hostibus appropinquare.

Caesar de Bello Gallico 4.25

30 *tantum dedecus*: what was this disgrace that the Romans wanted to avoid?

.....
[2]

31 *universi ex navi desiluerunt*: what did all the Romans do?

.....
[1]

32 What effects did their action have on the rest of the Romans?

.....

[3]

[Turn over]

33 Read the passages and answer the question.

pugnatum est ab utrisque acriter. nostri tamen, quod neque ordines servare neque firmiter insistere neque signa subsequi poterant atque alius alia ex navi quibuscumque signis occurrerat se aggregabat, magnopere perturbabantur.

The fighting was fierce on both sides. Our men, however, because they could neither maintain their ranks nor keep their footing nor follow the standards, and different men from different ships attached themselves to whatever standards they met, they were thrown into great confusion.

Caesar de *Bello Gallico* 4.26

Describe and explain the problems that Caesar's men faced.

[5]

..[5]

34 Read the Latin passage and answer the question.

hostes vero, ubi ex litore aliquos singulares ex navi egredientes conspexerant, incitatis equis impeditos adoriebantur, plures paucos circumsistebant, alii ab latere aperto in universos tela coniciebant.

Caesar de Bello Gallico 4.26

Tick the **five** true statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|--------------------------------------------------|--------------------------|
| A | Some of the Romans were disembarking one by one. | <input type="checkbox"/> |
| B | The Romans were on the shore. | <input type="checkbox"/> |
| C | The enemy had watched the Romans. | <input type="checkbox"/> |
| D | The enemy spurred on their horses. | <input type="checkbox"/> |
| E | The Roman cavalry attacked the enemy. | <input type="checkbox"/> |
| F | The enemy were weighed down. | <input type="checkbox"/> |
| G | More enemy were surrounded. | <input type="checkbox"/> |
| H | A few Romans were surrounded by more enemy. | <input type="checkbox"/> |
| I | Some enemy soldiers threw spears at the Romans. | <input type="checkbox"/> |
| J | The Romans were all killed. | <input type="checkbox"/> |

[5]

[Turn over

When Caesar noticed this, he ordered the dinghies from the warships, and likewise the scouting boats, to be filled with men and he sent help to those whom he had seen struggling. Our men, as soon as they stood on dry land, when all their comrades had followed, attacked the enemy and put them to flight; but they were unable to pursue them further, because the cavalry had not been able to hold their course and reach the island. This alone was missing from Caesar's accustomed fortune.

How does Caesar show his leadership qualities?

- his prompt action to protect his men
- how his men achieved victory
- the lack of cavalry.

Marks are awarded for the quality of written communication of your answer.

.....[10]

36 What were the results of Caesar's victory? Give **three** points

.....

.....

.....

.....

.....

.....[3]

SPECIMEN

Section B Total [50]

Paper Total [50]

Copyright Acknowledgements:

Sources

Section A

Pliny's Letters, MB Fisher & MR Griffin, Cambridge Latin Texts CUP, ISBN 0521202981 p. 28 & 58

Pliny Letter 6.16

Pliny Letter 10.41

Section B

Livy from Oxford Latin Reader Oxford University Press ISBN 0195212096 p. 178

Livy 21.33.5

Caesar from Oxford Latin Reader p. 62

Caesar *de Bello Gallico* 4.25-26

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The maximum mark for this paper is 50.

SPECIMEN

Section A: Pliny		
Question Number	Answer	Max Mark
1	<i>properat illuc</i> : what event had caused the elder Pliny to set out on this journey? the eruption of Vesuvius	[1]
2	Where was he heading for? the foot of the mountain or Herculaneum or Pompeii or the house of Tascus or Rectina. Any one of these.	[1]
3	<i>rectum cursum recta gubernacula in periculum tenet</i> : what did the elder Pliny do that showed courage? Give two details. he sailed directly (1) into the danger (1) or he maintained a direct course (1) and a straight helm (1)	[2]
4	The elder Pliny is described as <i>solutus metu</i>. Pick the best translation. D - free from fear	[1]
5	What two things did the elder Pliny want to do? dictate (1) make notes (1)	[2]
6	How does Pliny make this a vivid and dramatic passage? <ul style="list-style-type: none"> the dangers threatening them <i>cinis incidebat</i> – ash was falling <i>calidior et densior</i> – hotter and thicker <i>propius ... calidior, densior</i> – use of comparatives <i>iam ... iam</i> – anaphora of 'now' <i>nigri et ambusti et fracti igne</i> – ascending tricolon - descriptive <i>lapides</i> – deferred subject <i>vadum subitum</i> – sudden shallows <i>ellipsis of verb</i> – stark language <i>ruina montis</i> – ruin of the mountain – hyperbole the elder Pliny's plans <i>cunctatus</i> – hesitated <i>paulatim</i> – only briefly <i>Pomponianum pete</i> – make for Pomponianus – alliteration 	[10]

Section A: Pliny		
Question Number	Answer	Max Mark
6 Cont'd	<ul style="list-style-type: none"> his determination <p><i>gubernatori ... monenti</i> – gave orders to advance despite helmsman <i>fortes fortuna iuvat</i> – fortune favours the brave.</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
7	<p>The map below shows the Bay of Naples. Name the places marked A, B, C and D. Write the names in the spaces provided.</p> <p>A - Vesuvius B - Pompeii C - Herculaneum D - Stabiae</p>	[4]
8	<p>Pomponianus, who was at Stabiae, is described as <i>direptus sinu medio</i>. What does this mean?</p> <p>B - cut off by the middle of the bay</p>	[1]
9	<p>Describe and explain the preparations that Pomponianus had made.</p> <p>he had loaded bags onto the ships (1) because of the growing danger (1) to ensure escape (1) if the wind turned (1) Any three points.</p>	[3]
10	<p>The wind is described as <i>secundissimo</i>. Pick the best translation.</p> <p>D - very favourable</p>	[1]
11	<p><i>trepidantem</i>: which is the correct statement?</p> <p>A - Pomponianus was fearful</p>	[1]
12	<p><i>complectitur trepidantem consolatur hortatur</i> : what did Pliny do?</p> <p>B - Pliny embraced, consoled and encouraged him.</p>	[1]

Section A: Pliny		
Question Number	Answer	Max Mark
13	<i>sua securitate</i>: pick the best translation. D - with his own security	[1]
14	<i>deferri in balineum</i>: what orders did Pliny give? D - to be taken to the bath	[1]
15	How does Pliny try to win the favour of Trajan? Give three details. he flatters him (1) he praises his good fortune (1) he praises his greatness of mind (1) he says his name is eternal (1) the project is worthy of his name (1) the emperor has glory (1) he stresses both utility and beauty of the work (1) Accept any three points.	[2] [3]
16	Tick the five true statements. B - Marble is taken across this lake. E - It takes little effort to transport materials on the lake. G - Materials can be shipped to the road. H - Road transport is labour-intensive. J - Goods are taken by cart to the sea.	[5]
17	How does Pliny try to make his arguments persuasive? <ul style="list-style-type: none"> the availability of workers at – strong contrast non desunt – litotes magna copia – great abundance magna ... maxima – crescendo maxima copia – very great abundance libentissime – superlative libentissime – they will be willing the benefit of the task omnibus fructuosum – profitable for all omnes ... omnibus – anaphora 	[10]

Section A: Pliny		
Question Number	Answer	Max Mark
17 Cont'd	<ul style="list-style-type: none"> the need for surveying <i>libratorem vel architectum</i> – surveyor or architect <i>diligenter</i> – carefully <i>sitne lacus altior mari</i> – relative height of the lake <i>quadraginta cubitis</i> – a large height difference <i>contendunt</i> – they are confident <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
18	<p>To what extent does Trajan accept Pliny's recommendations?</p> <p>he is interested in the link (1) he stresses the need for surveying (1) the quantity and source of the water (1) lest the lake drain out (1) he tells Pliny to get a surveyor from the governor (1) he will send a skilled architect (1) Accept any two points.</p>	[2]
Section A Total		[50]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
19	<i>ab hostibus</i>: who were the enemy? the Gauls or mountain people	[1]
20	What were the Carthaginians trying to do? cross the Alps or cross the Alpine pass	[1]
21	What else besides the enemy was causing difficulties for the Carthaginians? the unevenness of the place	[1]
22	<i>plusque inter ipsos quam cum hostibus certaminis erat</i>: which two groups does Livy say the Carthaginians were having to fight? themselves (1) the enemy (1)	[2]
23	<i>ut periculo prius evaderet</i>: why were the Carthaginians fighting? A - to be the first to escape from danger	[1]
24	How does Livy make this a vivid and dramatic passage? <ul style="list-style-type: none"> the fear of the horses <i>maxime infestum agmen faciebant</i> – they made the column particularly dangerous <i>clamoribus dissonis territi</i> – terrified by the raucous shouts <i>territi trepidabant</i> – alliteration <i>trepidabant</i> – they panicked <i>icti aut vulnerati</i> – injured <i>consternabantur</i> – they were crazed the effects of the location <i>repercussae valles</i> – echoing valleys <i>augebant</i> – the valleys amplified the sound <i>praecipites</i> – steep <i>utrimque angustiae</i> – narrow on both sides <i>immensum altitudinis</i> – immense depth 	[10]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
24 Cont'd	<ul style="list-style-type: none"> the destruction caused <i>stragem ingentem</i> – huge destruction <i>multos turba deiecit</i> – the confusion cast down many <i>multos</i> – emphatic position <i>iumenta devolvebantur</i> – baggage animals went tumbling down <i>cum oneribus</i> – along with their burdens <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
25	<p>Livy describes the fighting as <i>foeda visu</i>: what is the best translation of this phrase?</p> <p>A – dreadful to see</p>	[1]
26	<p>What is the best translation of <i>Hannibal stetit</i>?</p> <p>D – Hannibal halted.</p>	[1]
27	<p>What is the best translation of <i>suos continuit</i>?</p> <p>C – He held his men back.</p>	[1]
28	<p>What is the best translation of <i>postquam interrumpi agmen vidit</i>?</p> <p>B – after he saw the column being broken through</p>	[1]
29	<p>What is the best translation of <i>decurrit ex superiore loco</i>?</p> <p>A – He ran down from the higher place.</p>	[1]
30	<p><i>tantum dedecus</i>: what was this disgrace that the Romans wanted to avoid?</p> <p>losing the standard</p>	[1]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
31	<i>universi ex navi desliuerunt</i>: what did all the Romans do? leapt down (1) from the ship (1)	[2]
32	What effects did their action have on the rest of the Romans? they followed (1) from the neighbouring ships (1) they approached the enemy (1)	[3]
33	Describe and explain the problems that Caesar's men faced. the Britons fought fiercely (1) because the Romans could not keep ranks (1) and could not keep their footing (1) and could not follow the standards (1) they became mixed up (1) they were thrown into confusion (1) Accept any five points.	[5]
34	Tick the five true statements. A - Some of the Romans were disembarking one by one. C - The enemy had watched the Romans. D - The enemy spurred on their horses. H - A few Romans were surrounded by more enemy. I - Some enemy soldiers threw spears at the Romans.	[5]
35	How does Caesar show his leadership qualities? <ul style="list-style-type: none"> his prompt action to protect his men <i>scaphas compleri iussit</i> – ordered the dinghies to be filled <i>item speculatoria navigia</i> – also the scouting boats <i>subsidia summittebat</i> – sent help <i>subsidia summittebat</i> – alliteration how his men achieved victory <i>simul</i> – prompt action <i>suis omnibus consecutis</i> – all followed <i>impetum fecerunt</i> – attacked <i>eos in fugam dederunt</i> – routed them 	[10]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
35 Cont'd	<ul style="list-style-type: none"> the lack of cavalry <i>neque longius prosequi potuerunt</i> – no further pursuit <i>prosequi potuerunt</i> - alliteration <i>equites ... potuerant</i> – cavalry not arrived <i>hoc unum defuit</i> – this alone missing <i>pristinam fortunam Caesaris</i> – Caesar's accustomed fortune <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
36	<p>What were the results of Caesar's victory? Make three points.</p> <p>the enemy sent ambassadors (1) they wanted peace (1) they promised hostages (1) they promised to obey Caesar (1) they returned Commius to Caesar (1) Caesar pardoned them (1) Caesar took hostages (1) chiefs surrendered their states to Caesar (1) peace was made (1) Accept any three points.</p>	[3]
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions (Foundation Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered in detail; • Well-chosen quotes relating to what the author says and how he says it; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	<ul style="list-style-type: none"> • Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some quotation relating to what the author says and how he says it; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited quotation relating to what the author says and how he says it; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no quotation relating to what the author says and how he says it; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

SPECIMEN

Assessment Objectives Grid (includes QWC)

Question	AO1	Total
1-36	60	60
Total	60	60

GCSE

LATIN

Latin Verse Literature (Foundation Tier)

Specimen Paper

F

A404

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

--	--	--	--	--	--

Candidate
Surname

--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer **either** Section A **or** Section B.

Section A: Virgil

Answer all the questions.

Read the Latin passage and answer the questions.

corripit hic subita trepidus formidine ferrum
Aeneas strictamque aciem venientibus offert,
et ni docta comes tenues sine corpore vitas
admoneat volitare cava sub imagine formae,
inruat et frustra ferro diverberet umbras.

Aeneid VI lines 290-294

- 1 Aeneas is described as *trepidus*. What does *trepidus* mean here?

Put a tick (✓) in the correct box.

- A joyful ☐
B uncertain ☐
C alarmed ☐
D fearless ☐

[1]

- 2 What had made Aeneas feel like this? Give **two** details.

.....
.....[2]

- 3 What did Aeneas intend to use his sword for?

.....
.....[1]

- 4 Write down and translate the Latin words that tell us who stopped him from doing this.

.....
.....[2]

- 5 Why would Aeneas' sword have been useless?

.....
.....[2]

- 6 Which Latin word tells us his sword would have been useless?

.....[1]

[Turn over

8 Read the Latin passage and answer the questions.

huc omnis turba ad ripas effusa ruebat,
matres atque viri defunctaque corpora vita
magnanimum heroum, pueri innuptaeque puellae,
impositique rogis iuvenes ante ora parentum.

Aeneid VI lines 305-308

What was the crowd doing?

Put a tick (✓) in the correct box.

- | | | |
|----------|-------------------------------------------|--------------------------|
| A | The crowd was rushing to the river. | <input type="checkbox"/> |
| B | The crowd was rushing to the banks. | <input type="checkbox"/> |
| C | The crowd was pouring out over the shore. | <input type="checkbox"/> |
| D | The crowd was rushing about in confusion. | <input type="checkbox"/> |

[1]

9 Write down and translate the word that describes the girls (*puellae*).

.....[2]

10 What had happened to the young men (*iuvenes*)?

.....

[2]

11 What do the groups of girls and young men have in common? Give **two** points.

.....

[2]

12 Read the passages and answer the questions.

quam multa in silvis autumni frigore primo
lapsa cadunt folia, aut ad terram gurgite ab alto
quam multae glomerantur aves, ubi frigidus annus
trans pontum fugat et terris immittit apricis.

As many as the leaves that slip and fall in the woods in the first frost of autumn, or as many as the birds that flock to the land from the deep ocean, when the cold time of year chases them across the sea and sends them to sunny lands.

Aeneid VI lines 309-312

Pick out **two** details of this simile, and explain how they relate to what Aeneas sees.

.....

.....

.....

.....

.....

.....

.....

.....[4]

[Turn over

13 Read the Latin passage and answer the questions.

stabant orantes primi transmittere cursum
tendebantque manus ripae ulterioris amore.

Aeneid VI lines 313-314

stabant: what were the first souls doing?

Put a tick (✓) in the correct box.

- A** They were sitting. ☐
- B** They were lying. ☐
- C** They were running. ☐
- D** They were standing. ☒

[1]

14 *transmittere cursum*: why were the first souls praying?

Put a tick (✓) in the correct box.

- A** to make the crossing ☐
- B** to send a runner across ☐
- C** to transmit a curse ☐
- D** to transmit a course ☐

[1]

15 *tendebant manus*: what were they doing?

Put a tick (✓) in the correct box.

- A** They were stretching their bodies. ☐
- B** They were reaching out their hands. ☐
- C** They were reaching with their hands. ☐
- D** They were stretching their spirits. ☐

[1]

16 *ripae ulterioris amore*: why were they doing this?

Put a tick (✓) in the correct box.

- | | | |
|----------|--------------------------------------------------|--------------------------|
| A | because they loved the other shore | <input type="checkbox"/> |
| B | to love the opposite bank | <input type="checkbox"/> |
| C | because of their longing to reach the other bank | <input type="checkbox"/> |
| D | because of their mature love for another | <input type="checkbox"/> |

[1]

17 Which of the words below best describes the souls?

Put a tick (✓) in the correct box.

- | | | |
|----------|---------|--------------------------|
| A | anxious | <input type="checkbox"/> |
| B | happy | <input type="checkbox"/> |
| C | sad | <input type="checkbox"/> |
| D | thirsty | <input type="checkbox"/> |

[1]

[Turn over

18 Read the Latin passage and answer the question.

quae contra breviter fata est Amphrysia vates:
 'nullae hic insidiae tales (absiste moveri),
 nec vim tela ferunt; licet ingens ianitor antro
 aeternum latrans exsanguis terreat umbras,
 casta licet patrui servet Proserpina limen.'

Aeneid VI lines 398-402

Tick the **five** true statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|--------------------------------------------------|--------------------------|
| A | The name of <i>Amphrysia vates</i> was Venus. | <input type="checkbox"/> |
| B | She was speaking to Charon. | <input type="checkbox"/> |
| C | She said they were planning surprise attacks. | <input type="checkbox"/> |
| D | She told him to get moving. | <input type="checkbox"/> |
| E | She said the weapons had no power. | <input type="checkbox"/> |
| F | Cerberus was the name of <i>ingens ianitor</i> . | <input type="checkbox"/> |
| G | She said Cerberus could bark. | <input type="checkbox"/> |
| H | Proserpina is described as 'pure'. | <input type="checkbox"/> |
| I | Proserpina was the goddess of Love. | <input type="checkbox"/> |
| J | <i>patrui</i> refers to Charon. | <input type="checkbox"/> |

[5]

Do **not** answer Section B if you have already answered Section A.

Section B: Catullus and Ovid

Answer all the questions.

20 Read the Latin passages and answer the questions.

quaeris, quot mihi basiationes
tuae, Lesbia, sint satis superque.

Catullus 7, lines 1-2

What question does Lesbia ask?

.....
.....[2]

quam magnus numerus Libyssae harenae
lasarpiciferis iacet Cyrenis
oraclum Iovis inter aestuosi
et Batti veteris sacrum sepulcrum.

Catullus 7, lines 3-6

21 Which continent is Catullus referring to?

Put a tick (✓) in the correct box.

- | | | |
|----------|---------------|--------------------------|
| A | Asia | <input type="checkbox"/> |
| B | Africa | <input type="checkbox"/> |
| C | Europe | <input type="checkbox"/> |
| D | North America | <input type="checkbox"/> |

[1]

22 Why does Catullus mention these places?

.....
.....
.....[2]

23 Read the Latin passage and answer the questions.

tam te basia multa basiare
vesano satis et super Catullo est,
quae nec pernumerare curiosi
possint nec mala fascinare lingua.

Catullus 7, lines 9-12

Catullus describes himself as *vesanus* (mad). Why does he describe himself in this way?

.....[1]

24 What is Catullus afraid of in the last two lines?

.....
.....
.....
.....[2]

[Turn over

25 Read the passages and answer the question.

miser Catulle, desinas ineptire,
et quod vides perisse perditum ducas.
fulsere quondam candidi tibi soles,
cum ventitabas quo puella ducebat
amata nobis quantum amabitur nulla.
ibi illa multa cum iocosa fiebant,
quae tu volebas nec puella nolebat,
fulsere vere candidi tibi soles.

Poor Catullus, stop being a fool, and accept that what you see is lost is lost. Once bright suns shone for you, when you were always following wherever your girl led, loved by us like no other girl will be loved. Then, when all those pleasant things were done, which you wanted and your girl did not refuse, bright suns truly shone for you.

Catullus 8, lines 1-8

How does Catullus show how strongly he feels in these lines?

In your answer you can refer to the **Latin or the English** and discuss what Catullus says and how he says it. Your answer should cover the following points:

- the emotions Catullus shows
- his use of imagery
- the change in the relationship.

Marks are awarded for the quality of written communication of your answer.

[10]

26 Read the Latin passages and answer the questions.

nunc iam illa non volt: tu quoque impotens noli,
nec quae fugit sectare, nec miser vive,
sed obstinata mente perfer, obdura.

Catullus 8, lines 9-11

To whom does *illa* refer?

.....[1]

27 How has this person changed?

.....[1]

28 What is Catullus trying to persuade himself to do?

.....[1]

vale, puella. iam Catullus obdurat,
nec te requiret nec rogabit invitam.

Catullus 8, lines 12-13

29 *vale puella*: what is Catullus saying?

Put a tick (✓) in the correct box.

- | | | |
|----------|-----------------------|--------------------------|
| A | goodbye, girl | <input type="checkbox"/> |
| B | hello, girl | <input type="checkbox"/> |
| C | my girl is well | <input type="checkbox"/> |
| D | my girl has gone away | <input type="checkbox"/> |

[1]

30 *iam Catullus obdurat*: what does this mean?

Put a tick (✓) in the correct box.

- | | | |
|----------|----------------------------|--------------------------|
| A | Now Catullus is weak. | <input type="checkbox"/> |
| B | Now Catullus is firm. | <input type="checkbox"/> |
| C | Now Catullus is obedient. | <input type="checkbox"/> |
| D | Now be firm with Catullus. | <input type="checkbox"/> |

[1]

[Turn over

31 *nec te requiret*: what does this mean?

Put a tick (✓) in the correct box.

- A** Catullus is not looking for you. ☐
- B** Catullus has not looked for you. ☐
- C** Catullus will not look for you. ☐
- D** Catullus does not look for you. ☐

[1]

32 *nec rogabit*: what does this mean?

Put a tick (✓) in the correct box.

- A** Don't ask for me. ☐
- B** I will not ask. ☐
- C** She will not ask. ☐
- D** He will not ask for her. ☐

[1]

33 *invitam*: what does this mean?

Put a tick (✓) in the correct box.

- A** Catullus is unwilling. ☐
- B** Lesbia is unwilling. ☐
- C** Catullus has been invited. ☐
- D** Lesbia has been invited. ☐

[1]

34 Read the Latin passage and answer the questions.

sed tu praecipue curvis venare theatris;
haec loca sunt voto fertiliora tuo.
illic invenies quod ames, quod ludere possis,
quodque semel tangas, quodque tenere velis.

Ovid, *Ars Amatoria* 1.89-92

Explain why the theatres are described as *curvis*.

.....
.....[1]

35 *venare* (hunt): who or what is to be hunted?

.....
.....[1]

36 *voto fertiliora tuo*: what do these words mean?

Put a tick (✓) in the correct box.

- | | | |
|----------|-------------------------------------|--------------------------|
| A | as fertile as you wish | <input type="checkbox"/> |
| B | you wish to be fertile | <input type="checkbox"/> |
| C | more productive than you could wish | <input type="checkbox"/> |
| D | productive of your wishes | <input type="checkbox"/> |

[1]

37 *quodque semel tangas, quodque tenere velis*: what **two** types of relationship is Ovid describing here?

.....
.....
.....
.....[2]

[Turn over

38 Read the passages and answer the questions.

ut redit itque frequens longum formica per agmen,
granifero solitum cum vehit ore cibum,
aut ut apes saltusque suos et olentia nactae
pascua per flores et thyma summa volant,
sic ruit ad celebres cultissima femina ludos.

As many an ant hurries to and fro in a long column, when they carry their usual food in their grain-carrying mouths, or as bees, having reached their glades and fragrant pastures, fly through the flowers and the tops of the thyme, in the same way the most fashionable ladies rush to the crowded shows.

Ovid, *Ars Amatoria* 1.93-97

Pick out **two** details of this simile, and explain how each relates to the theme of Ovid's poem.

[4]

..[4]

39 Read the Latin passage and answer the question.

copia iudicium saepe morata meum est.
spectatum veniunt, veniunt spectentur ut ipsae;
ille locus casti damna pudoris habet.

Ovid, *Ars Amatoria* 1.98-100

Tick the **five** true statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|-------------------------------------|--------------------------|
| A | There is an abundance of women. | <input type="checkbox"/> |
| B | The women have died. | <input type="checkbox"/> |
| C | Ovid can't make up his mind. | <input type="checkbox"/> |
| D | This has often happened. | <input type="checkbox"/> |
| E | The spectators come. | <input type="checkbox"/> |
| F | The women don't come there. | <input type="checkbox"/> |
| G | The women want to be watched. | <input type="checkbox"/> |
| G | The place was damned. | <input type="checkbox"/> |
| H | The place destroys women's modesty. | <input type="checkbox"/> |

[5]

[Turn over

40 Read the passages and answer the question.

protinus exsiliunt, animum clamore fatentes
virginibus cupidas iniciuntque manus;
ut fugiunt aquilas, timidissima turba, columbae
utque fugit visos agna novella lupos,
sic illae timuere viros sine lege ruentes;
constitis in nulla qui fuit ante color.

They leapt up at once, declaring their love with a shout, and threw their greedy hands on the maidens; as a very timid flock of doves flees from eagles, and as the new-born lamb flees from the hated wolves, so the women feared the men rushing wildly; the colour that they had before remained in none

Ovid, *Ars Amatoria* 1.115-120

Here Romulus gives the signal for his men to grab hold of the Sabine women. How does Ovid make this a vivid and dramatic passage?

In your answer you may refer to the **Latin or the English** and discuss what Catullus says and how he says it. Your answer should cover the following points:

- the violence of the men
- his use of the simile
- the reactions of the women.

Marks are awarded for the quality of written communication of your answer.

[10]

Section B Total [50]

Paper Total [50]

Copyright Acknowledgements:

Sources

Section A Latin extracts

Virgil Aeneid VI, Virgil Oxford Classical Texts P. Vergili Maronis Opera ed RAB Mynors Oxford University Press ISBN 0198146531, lines 290-294. By permission of Oxford University Press. www.oup.com

Ibid. Virgil Aeneid VI lines 296-304

Ibid. Virgil Aeneid VI lines 398-410

Section B Latin extracts

Catullus poem 7, from Oxford Classical texts Catullus: Carmina ed RAB Mynors Oxford University Press. By permission of Oxford University Press. www.oup.com

Catullus poem 8, from Oxford Latin Reader Oxford University Press ISBN 0195212096 p. 122, lines 1-8

Ibid. Catullus poem 8 lines 9-11

Ibid. Catullus poem 8 lines 12-13

Ovid, Ars Amatoria 1, from Oxford Latin Reader p. 204, lines 89-92

Ibid. Ovid, Ars Amatoria 1 lines 98-100

Ibid. Ovid, Ars Amatoria 1 lines 115-120

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SPECIMEN

The maximum mark for this paper is 50.

SPECIMEN

Section A: Virgil		
Question Number	Answer	Max Mark
1	Aeneas is described as <i>trepidus</i>. What does <i>trepidus</i> mean here? C - alarmed	[1]
2	What had made Aeneas feel like this? Give two details. Various monsters appeared to threaten him (1) One specific example (1) Alternatively, 1 mark for each of two examples.	[2]
3	What did Aeneas intend to use his sword for? to defend himself	[1]
4	Write down and translate the Latin words that tell us who stopped him from doing this. <i>docta comes</i> (1) his learned companion (1)	[2]
5	Why would Aeneas' sword have been useless? the monsters were insubstantial lives without bodies (1) they only had the hollow likeness of shapes (1)	[2]
6	Which Latin word tells us his sword would have been useless? <i>frustra</i>	[1]
7	How does Virgil make this a vivid and dramatic passage? <ul style="list-style-type: none"> the power of the river Acheron the river is <i>turbidus</i> - confused, thick it is called <i>gurgēs</i> - flood it has a <i>vasta voragine</i> - huge chasm <i>vasta voragine</i> - alliteration <i>turbidus ... gurgēs</i> - strong words at beginning and end of line <i>aestuāt</i> - boils <i>aestuāt</i> - strong word at beginning <i>eructat</i> - spews	[10]

Section A: Virgil		
Question Number	Answer	Max Mark
7 Cont'd	<ul style="list-style-type: none"> the appearance of Charon <i>horrendus</i> - deadful <i>terribili squalore</i> - dreadful squalor <i>plurima canities</i> - a thatch of grey hair <i>inculta</i> - hair was unkempt <i>stant lumina flamma</i> - his eyes stare with flames <i>sordidus amictus</i> - dirty cloak <i>senior</i> - elderly <i>cruda viridisque</i> - vigorous and lively the description of his boat <i>ferruginaea</i> - rusty <i>corpora cumba</i> - alliteration <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
8	What was the crowd doing? B - The crowd was rushing to the banks.	[1]
9	Write down and translate the word that describes the girls (<i>puellae</i>). <i>innuptae</i> (1) unmarried (1)	[2]
10	What had happened to the young men (<i>iuvenes</i>)? They were placed on pyres (1) before the faces of their parents (1).	[2]
11	What do the groups of girls and young men have in common? Make two points. They are dead (1) they died before their time (1).	[2]
12	Pick out two details of this simile, and explain how they relate to what Aeneas sees. The souls are as numerous (1) as the leaves that fall in autumn (1)	[4]

	or as the birds (1) forced by cold weather to migrate (1).	
Section A: Virgil		
Question Number	Answer	Max Mark
13	<i>stabant</i>: what were the first souls doing? D - They were standing.	[1]
14	<i>transmittere cursum</i>: why were the first souls praying? A - to make the crossing	[1]
15	<i>tendebant manus</i>: what were they doing? B - They were reaching out their hands.	[1]
16	<i>ripae ulterioris amore</i>: why were they doing this? C - because of their longing to reach the other bank	[1]
17	Which of the words below best describes the souls? A - anxious	[1]
18	Tick the five true statements. B - E - F - G - H	[5]
19	How does Virgil make this a dramatic confrontation between the Sibyl and Charon? <ul style="list-style-type: none"> the force of the Sibyl's arguments <i>ad genitorem</i> - to his father: first in line <i>tantae pietatis</i> - such great devotion <i>at</i> - but: strong contrast <i>agnoscas</i> - enjambement how she presents Aeneas <i>Troius</i> - first word <i>insignis</i> - famous <i>pietate</i> - his famous devotion <i>armis</i> - fighting skills the way Charon reacts <i>residunt</i> - subsides 	[10]

Section A: Virgil		
Question Number	Answer	Max Mark
19 Cont'd	<p><i>residunt</i> - last word in line <i>ira</i> - anger <i>nec plura his</i> - easily persuaded <i>admirans</i> - wondering at</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
Section A Total		[50]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
20	What question does Lesbia ask? How many kisses (1) will satisfy Catullus (1)?	[2]
21	Which continent is Catullus referring to? B - Africa	[1]
22	Why does Catullus mention these places? To show off his knowledge To impress Lesbia To exaggerate To show the extent of his love Any two of these or similar points	[2]
23	Catullus describes himself as <i>vesanus</i> (mad). Why does he describe himself this way? He is madly in love.	[2]
24	What is Catullus afraid of in the last two lines? that curious people might put a curse on them (1) through knowing precise information about them (1)	[2]
25	How does Catullus show how strongly he feels in these lines? <ul style="list-style-type: none"> the emotions Catullus shows <ul style="list-style-type: none"> <i>miser</i> - wretched <i>ineptire</i> - he feels a fool <i>amata nobis</i> - he loved her <i>iocosa</i> - pleasant times <i>tu volebas</i> - you wanted her then his use of imagery <ul style="list-style-type: none"> <i>candidi soles</i> - bright suns <i>fulsere tibi</i> - shone for you repetition of the line	[10]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
25 Cont'd	<ul style="list-style-type: none"> the change in the relationship <p><i>quod vides perisse</i> - their relationship is lost <i>fulsere soles</i> - they had good times in the past <i>puella ducebat</i> - Lesbia led him on <i>amata</i> - he loved her</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
26	<p>To whom does <i>illa</i> refer?</p> <p>Lesbia or Clodia</p>	[1]
27	<p>How has this person changed?</p> <p>She no longer wants him.</p>	[1]
28	<p>What is Catullus trying to persuade himself to do?</p> <p>To forget her or to harden his heart.</p>	[1]
29	<p><i>vale puella</i>: what is Catullus saying?</p> <p>A - goodbye, girl</p>	[1]
30	<p><i>iam Catullus obdurat</i>: what does this mean?</p> <p>C - Now Catullus is firm.</p>	[1]
31	<p><i>nec te requiret</i>: what does this mean?</p> <p>C - Catullus will not look for you.</p>	[1]
32	<p><i>nec rogabit</i>: what does this mean?</p> <p>D - He will not ask for her.</p>	[1]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
33	<i>invitam</i>: what does this mean? B - Lesbia is unwilling.	[1]
34	Explain why the theatres are described as <i>curvis</i>. They are semi-circular.	[1]
35	<i>venare</i> (hunt); who or what is to be hunted? Girls or women	[1]
36	<i>voto fertiliora tuo</i>: what do these words mean? C - more productive than you could wish	[1]
37	<i>quodque semel tangas, quodque tenere velis</i>: what two types of relationship is Ovid describing here? a one-night stand (1) a long affair (1)	[2]
38	Pick out two details of this simile, and explain how each relates to the theme of Ovid's poem. women are like ants (1) women are like bees (1) the ants hurry with the food (1) like the women hurry to the theatre (1) there are many ants (1) the shows are crowded (1) Any four of these or similar points	[4]
39	Tick the five true statements. A - C - D - G - J	[5]
40	Here Romulus gives the signal for his men to grab hold of the Sabine women. How does Ovid make this a vivid and dramatic passage? <ul style="list-style-type: none"> the violence of the men <i>protinus exsiliunt</i> - they leap up at once <i>clamore</i> - they shout	[10]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
40 Cont'd	<p><i>iniciunt manus</i> - they grab the women</p> <p><i>cupidas</i> - their hands are lustful</p> <p><i>sine lege ruentes</i> - rushing pell-mell</p> <ul style="list-style-type: none"> • the use of the simile <p>the women are like doves</p> <p>the men are like eagles</p> <p>the doves are very fearful, like the women</p> <p>the women are like lambs</p> <p>the men are like wolves</p> <ul style="list-style-type: none"> • the reactions of the women <p><i>timuere</i> - they were afraid</p> <p><i>in nulla fuit color</i> - they paled</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions (Foundation Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered in detail; • Well-chosen quotes relating to what the author says and how he says it; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	<ul style="list-style-type: none"> • Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some quotation relating to what the author says and how he says it; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited quotation relating to what the author says and how he says it; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no quotation relating to what the author says and how he says it; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

SPECIMEN

Assessment Objectives Grid (includes QWC)

Question	AO1	Total
1-40	60	60
Total	60	60

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SPECIMEN

GCSE

LATIN

Sources for Latin (Foundation Tier)

Specimen Paper

F

A405

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

--	--	--	--	--	--

Candidate
Surname

--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer all the questions.

- You will need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- Use the specific sources indicated, but you can also refer to any of the other sources in the Insert or any other sources you have studied, if they are relevant.

Questions 1, 2, 3, 4, 5 and 6 refer to sources A, B and C in the Insert.

1 Source A and source B.

(a) What was Y for?

Put a tick (✓) in the correct box.

- | | | |
|----------|-------------------------------------------------------------------------|--------------------------|
| A | It was put up to honour the Emperor. | <input type="checkbox"/> |
| B | It stopped charioteers running into each other. | <input type="checkbox"/> |
| C | Chariots had to drive round it to go down the other side of the course. | <input type="checkbox"/> |
| D | It marked the end of the race. | <input type="checkbox"/> |

[11]

(b) Explain your answer referring to source A and/or source B.

.....
 **[1]**

2 Source A and source B.

How might charioteer X in the picture have got in front?

.....

 **[2]**

3 In source A, what details of chariot-racing are also mentioned in source B?

.....

 **[3]**

4 Source C.

How might the charioteer Scopus have died?

.....

.....

.....

.....[2]

5 Source A, source B and source C.

Why did people find charioteers glamorous?

.....

.....

.....

.....[3]

6 You want to describe a day at the Circus Maximus to people who know nothing about it.

(a) How useful are these sources for explaining what happened at the Circus Maximus?

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

(b) How far do the sources explain why the Circus was so popular?

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

[Turn over

Questions 7, 8, 9 and 10 refer to sources D, E and F in the Insert.

7 Source D and source E.

(a) How does the writer of source D make his readers see wool-making as a virtue?

.....

.....

.....

.....[3]

(b) Why might Augustus have worn clothes that the women in his household did **not** make?

.....

.....

.....[2]

8 Source F.

(a) Why might women have 'looked down on' the processes of cloth-making on and found them unpleasant?

.....

.....

.....[2]

(b) 'combed out and prepared'. Describe how wool was prepared for spinning.

.....

.....

.....

.....[3]

9 Source D and source F.

Compare the daily work of Amymone with the daily work of the housekeeper.

.....

.....

.....

.....

.....[4]

10 Source F and use any other sources on Roman women that you have read.

How true is Columella's view of the women of his day?

Marks are awarded for the quality of written communication of your answer.

[12]

Paper Total [50]

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The maximum mark for this paper is 50.

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Question Number	Answer	Max Mark
1(a)	<p>What was Y for? Tick one box below to give the correct answer.</p> <p>C - Chariots had to drive round it to go down the other side of the course.</p>	[1]
(b)	<p>Explain your answer referring to source A and/or source B.</p> <p>One precise reference to picture or text: the picture shows two charioteers, one approaching the turn and the other just round it; Ovid refers to it as he imagines being a charioteer and when the girl's favourite takes the turn too wide.</p>	[1]
2	<p>How might charioteer X in the picture have got in front?</p> <p>He might have overtaken on the inside or taken the turn more closely (as in Ovid).</p>	[2]
3	<p>In source A, what details of chariot-racing are also mentioned in source B?</p> <p>Any detail: the turning post, the charioteer bending over the horses, reins, whip.</p>	[3]
4	<p>How might the charioteer Scorpis have died?</p> <p>Any two possibilities: he might have crashed into the turning-post or another chariot; he might have fallen from his chariot; he might have died at the hands of a rival.</p>	[2]
5	<p>Why did people find charioteers glamorous?</p> <p>Excitement of sport; focus of entertainment/rivalry; chariot-racing appealed to wide range of people so charioteers had large following; youth and skills of charioteers.</p>	[3]
6(a)	<p>You want to describe a day at the Circus Maximus to people who know nothing about it.</p> <p>How useful are these sources for explaining what happened at the Circus Maximus?</p> <p>Candidates might include:</p> <p>Source A</p> <ul style="list-style-type: none"> • shows chariots racing with horses; • turning-posts indicate race was run in laps and skill needed to 	[6]

Question Number	Answer	Max Mark
<p>6(a) cont'd</p>	<p>get round;</p> <ul style="list-style-type: none"> • shows some detail of charioteer's dress and equipment. <p>Source B</p> <ul style="list-style-type: none"> • horseracing with chariots; • also social occasion for men and women; • chariots start from gates; • colours worn by charioteers; • dangers at turning-posts and skill needed; • possibility of replay; • large crowds, smartly dresses (togas). <p>Source C</p> <ul style="list-style-type: none"> • charioteers cheered on as celebrities; • early age at death indicates dangers of Circus. <p>All sources</p> <ul style="list-style-type: none"> • excitement of event; • competitiveness. <p>Answers in the form of a guide book, letter, invitation or other emphatic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.</p> <p>Any reasonable points substantiated by texts. Stringer answers may analyse evidence, discern bias/exaggeration/distortion or may comment on the evidence of a picture as distinct from texts. Weaker answers may list facts derived from sources without evaluation.</p>	<p>[6]</p>
<p>(b)</p>	<p>How far do the sources explain why the Circus was so popular?</p> <p>Candidates might include:</p> <p>Source A</p> <ul style="list-style-type: none"> • conveys speed and excitement of spectacle; • but does not show size of Circus, numbers of spectators or their reactions. <p>Source B</p> <ul style="list-style-type: none"> • indicates popularity of occasion both as an event and opportunity for socialising; • large crowd: spectators have to squash together; • conveys unpredictability of outcome which adds to excitement; • demonstrates skill of charioteers which would have increased enjoyment; • but Ovid is not there just for the race and may have exaggerated excitement and strong feelings of crowd. <p>Source C</p> <ul style="list-style-type: none"> • use of words 'famous', 'idol', 'cheering', 'applause', 'doting' all indicate popularity; 	<p>[6]</p>

Question Number	Answer	Max Mark
6(b) Cont'd	<ul style="list-style-type: none"> • 'jealousy' even of Fate poetic way of conveying rivalry among charioteers; • but more about personal popularity of this charioteer than about popularity of Circus as a whole; • might be exaggerated as it is an epitaph. <p>Any reasonable points substantiated by texts, which should include some indication of one or more of the sources, as indicated in points above.</p> <p>Stronger candidates may analyse evidence, discern bias/exaggeration/distortion. Weaker candidates may list facts derived from sources without evaluation.</p>	[6]
7(a)	<p>How does the writer of source A make his readers see wool-making as a virtue?</p> <p>Candidates might include: reference to cloth-making as the role of a good wife/daughter, granddaughter; cloth-making mentioned in context of other virtues in epitaph and in other similar inscriptions; cloth-making as being virtuous because old-fashioned; as a sign of a good/traditional upbringing. As well as sources previously studied, candidates might also use source C, which implies that cloth-making is a virtue. Some candidates might mention that epitaph is idealised/it could also be done by women who did not have these virtues.</p>	[3]
(b)	<p>Why might Augustus have worn clothes that the women in his household did not make?</p> <p>Candidates might include: clothes for grand occasions might have been too complicated to produce at home; the women in the household were not sufficiently practised if it was unusual for women of their rank to spin at all (evidence might include Suetonius' surprise at the women spinning at all); Augustus more concerned that the women should spin than that he should wear homespun.</p>	[2]
8(a)	<p>Why might women have 'looked down on' the processes of cloth-making and found them unpleasant?</p> <p>Candidates might include: preparing raw fleece (dirty and smelly); having to take wool to fuller; boring/laborious nature of task; exertion of weaving; association with slaves and other menial tasks performed by slaves.</p>	[2]
(b)	<p>'combed out and prepared'. Describe how wool was prepared for spinning.</p> <p>Burrs and dirt removed. Tufts pulled from fleece, combed/straightened, formed into loose roll for spinning.</p>	[3]

Question Number	Answer	Max Mark
9	<p>Compare the daily work of Amymone and the housekeeper.</p> <p>They would both have done spinning and weaving. But Amymone would have made clothes for herself and family while the housekeeper would have made them for fellow slaves. They would both would have supervised slaves and running of house; Amymone would have supervised her children, which housekeeper may not have done.</p>	[4]
10	<p>Study source C and use any other sources on Roman women that you have read.</p> <p>How true is Columella's view of the women of his day?</p> <p>This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources.</p> <p>In favour of Columella candidates might include:</p> <ul style="list-style-type: none"> • other sources dealing with women's vanity and idleness (e.g. Juvenal); • evidence of statues with elaborate clothing and hairstyles; • sources/artefacts as evidence of jewellery or perfume. <p>Against Columella candidates might include:</p> <ul style="list-style-type: none"> • obvious exaggeration of expenditure on clothes; • generalised view does not ring true for all women; • plenty of evidence, written and visual, of devoted and contented wives; • portraits of famous women. <p>There might be a conclusion weighing up information/bias.</p> <p>Higher marks should be awarded for:</p> <ul style="list-style-type: none"> • balanced answer; • reference to variety of sources to support argument; • awareness of bias and limitations of sources as well as information given in sources. <p>Lower marks should be given:</p> <ul style="list-style-type: none"> • where there is little attempt to address incompleteness of sources/bias; • where there are few references to sources and not used to support argument; • where there is little attempt to evaluate factual information provided by sources. 	[12]
	Paper Total	[50]

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Understanding of sources and evidence; • Engagement with the question; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	10-12	<ul style="list-style-type: none"> • A good range of well-chosen evidence covered in detail, facts are derived from the sources; • Strong awareness of bias and limitations of sources; • Answer well-directed at the question; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-9	<ul style="list-style-type: none"> • An adequate range of relevant evidence, some facts are derived from the sources; • Basic awareness of bias and limitations of sources • Answers slightly less focused on the question; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • Few examples of relevant evidence, few facts are derived from the sources; • Limited awareness of bias and limitations of sources • Limited engagement with the question; • Legible but there are some errors, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • Little or no attempt made to link facts with evidence, which may be irrelevant; • Little or no attempt to address the incompleteness of sources/bias; • Little or no engagement with the question; • Writing not consistently legible, may at times be difficult to read and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Understanding of sources and evidence; • Engagement with the question.
4	5-6	<ul style="list-style-type: none"> • A good range of well-chosen evidence covered in detail, facts are derived from the sources; • Strong awareness of bias and limitations of sources; • Answer well-directed at the question.
3	3-4	<ul style="list-style-type: none"> • An adequate range of relevant evidence, some facts are derived from the sources; • Basic awareness of bias and limitations of sources; • Answers slightly less focused on the question.
2	1-2	<ul style="list-style-type: none"> • Few examples of relevant evidence, few facts are derived from the sources; • Limited awareness of bias and limitations of sources; • Limited engagement with the question.
1	0	<ul style="list-style-type: none"> • Little or no attempt made to link facts with evidence, which may be irrelevant; • Little or no attempt to address the incompleteness of sources/bias; • Little or no engagement with the question.

Assessment Objectives Grid (includes QWC)

Question	AO2	Total
1-10	50	50
Total	50	50